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ABSTRACT

The Colorado Model Content Standards for History address both U.S. and world history, including the history of the Americas, and may well necessitate reorganization of the social studies. The standards guide explains, that because of the increasing interactions among all nations of the world and the effects of these interactions on individuals' daily lives, it is imperative that students have knowledge of the history of the United States and other nations. The six standards outlined in the guide fall into two categories. The first two standards address the processes involved in the study of history, chronological organization, and historical inquiry; while the remaining four standards outline the areas of content to be studied, that is, what students need to know. The six history standards are: (1) students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships; (2) students know how to use the processes and resources of historical inquiry; (3) students understand that societies are diverse and have changed over time; (4) students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history; (5) students understand political institutions and theories that have developed and changed over time; and (6) students know that religious and philosophical ideas have been powerful forces throughout history. Standards are elaborated and divided among grades K-4, 5-8, and 9-12. Benchmarks, according to grade level, are provided to help in the sequence of instruction. (BT)

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MODEL CONTENT STANDARDS

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HISTORY

Adpoted 09/14/95

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INTRODUCTION

Colorado Model Content Standards for History

Why Study History?

The study of history is essential in developing citizens who understand contemporary issues with a depth and wisdom drawn from the experience of the past. Without history, a society shares no common memory of where it has been, of what its core values are, or of what decisions of the past account for present circumstances. Lacking a collective memory of important things, people lapse into political amnesia, unable to understand what newspapers are saying, to hear what is in—or left out of-- a speech, or to talk to each other about public questions. To quote the Bradley Commission on History in Schools, the study of history. . .

> "helps students to develop a sense of 'shared humanity'; to understand themselves and ... how they resemble and how they differ from other people, over time and space; to question stereotypes of others, and of themselves; to discern the difference between fact and conjecture; to grasp the complexity of historical cause; to distrust the simple answer and the dismissive explanation; to respect particularity and avoid false analogy; to recognize the abuse of historical 'lessons' and to weigh the possible consequences of such abuse; to consider that ignorance of the past may make us prisoners of it; to realize that not all problems have solutions; to be prepared for the irrational, the accidental, in human affairs, and to grasp the power of ideas and character in history."(Gagnon, 1988).

Such a broad and deep understanding of history enriches individual experiences as students go on to take their place as stewards of the principles of a democratic society, as inheritors of many cultures, and as members of an economically interdependent and culturally diverse world.

Why History Standards?

A national debate is under way over the structure of, and standards for, the social studies curriculum in schools. Some contend that standards should be written for the social studies, not for individual disciplines within that field. Others contend that each of the disciplines, such as history, geography, and civics, makes its own unique contribution to the social studies and therefore requires separate standards. House Bill 93-1313 specifically calls for model content standards in history, geography, and civics. Therefore, the Standards and Assessments Development and Implementation Council, in articulating a position that is consistent with that legal obligation, has developed Model Content Standards for History.

The Council adopted the position that history and geography provide the frameworks of time and place on which the concepts of the other social studies disciplines can be organized. The identification of separate standards for history, geography, and civics is in no way intended to specify that the content be *taught* in that manner. Rather, history and geography should be seen as broadly integrative subjects that serve as the essential links among the social studies. This perspective empowers educators to make professional choices about when to address the discrete pieces of individual disciplines and when integration is most appropriate.

The Colorado Model Content Standards for History address both world and United States history, including the history of the Americas, and may very well necessitate reorganization of the social studies. The inclusion of content from world history and the history of the Americas suggests that all students should participate in instruction in these areas. The inclusion of areas of the world that have often been neglected in the study of history is in no way intended to exclude the continued study of Western Civilization and its significant place in the history of the United States. Because of the increasing interactions among all nations of the world and the effects of these interactions on our daily lives, it is imperative that students have knowledge of the history of both our nation and that of other nations. In addition, the grade-level benchmarks may also encourage districts to reconsider the sequence of their current instruction.

We wish to express our gratitude to the authors of Lessons from History: Essential Understanding and Historical Perspectives Students Should Acquire. The organizational themes used in the Colorado Model Content Standards for History were built upon the foundations laid by this work. This organizational framework is in no way intended to fragment the study of history into these isolated, separate categories; rather, it suggests the themes that can be woven throughout the story that constitutes history. Therefore, all of the standards must be considered in their chronological, historical context.

As the reader examines these six standards, it may be useful to consider that they fall into two categories. The first two standards address the processes involved in the study of history, chronological organization, and historical inquiry. The remaining four standards outline the areas of content to be studied, that is, what students need to know. While there is certainly overlap, this distinction may help the reader better understand the structure of the standards.

Colorado Model Content Standards for History

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Colorado Model Content Standards

HISTORY

1. **Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.**

2. **Students know how to use the processes and resources of historical inquiry*.**

3. **Students understand that societies* are diverse* and have changed over time.**

4. **Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.**

5. **Students understand political institutions and theories that have developed and changed over time.**

6. **Students know that religious and philosophical ideas have been powerful forces throughout history.**

Note: The broad term "History", as used in the standards, refers to any and/or all areas of history under study at a given time. This includes the history of the United States, the World (including Western Civilization and the Americas), and the State of Colorado, where appropriate, over the K-12 years.

* A glossary of terms can be found can be found on page 25 of this document.

STANDARD 1:

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

RATIONALE:

Chronological thinking is at the very heart of historical reasoning. It provides the framework for organizing historical thought; for determining the order in time of historical developments; for determining how long they lasted; and for examining the various relationships among historical events. It also provides students with a sense of their past, which is necessary for them to understand the present and see possibilities for the future.

1.1 Students know the general chronological order of events and people in history.

GRADES K-4

In grades K-4, what students know and are able to do includes

- chronologically organizing significant events, groups*, and people in the history of Colorado.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- chronologically organizing major events and people of United States history; and
- describing significant events and people which form the foundation of United States history in the chronological context of the history of the Americas and the world.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- identifying events and people that characterize each of the major eras in United States and world history (listed below).

NOTE: These eras are drawn from Lessons from History: Essential Understanding and Historical Perspectives Students Should Acquire.

Eras in United States History

The Americas to 1600
The Colonial Era, 1500 - 1754
The Revolutionary Era, 1754 - 1783
Nation Building, 1783 - 1815

The Expanding Nation, 1815 - 1850
Civil War and Reconstruction, 1850 - 1877
Development of the Industrial United States, 1865 -1914
The Progressive Era, 1890 - 1914
Emergence of the United States as a World Power, 1890 - 1920
The 20's: Prosperity & Problems

Depression and New Deal, 1929 - 1941
World War II and Post War United States, 1939-1961
Contemporary United States, 1961 - Present

Eras in World History

Emergence of Civilizations, to 1000 BC
The Classical Civilizations of the Mediterranean Basin, India, and China, 1000 BC - 600 AD

The Expansion and Interaction of Civilizations, 600 AD - 1450 AD

The Early Modern World, 1450-1800

The World in the 19th Century

The World in the Contemporary Era

1.2 Students use chronology to organize historical events and people.

GRADES K-4

In grades K-4, what students know and are able to do includes

- creating timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries; and
- creating a brief historical narrative* that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community, or Colorado.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- identifying examples of how various cultures* have used calendars to organize and measure time;
- constructing tiered timelines to show how different series of events happened simultaneously; and
- illustrating the time structure of events in historical narratives.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- reconstructing the time structure and identifying connections found in historical narratives;
- using timelines to organize large quantities of historical information, compare different time periods and places, and answer historical questions; and
- describing how history can be organized, using various criteria (*for example, thematically, chronologically, geographically)* to group people and events.

1.3 Students use chronology to examine and explain historical relationships.

GRADES K-4

In grades K-4, what students know and are able to do includes

- identifying cause-and-effect relationships in a sequence of events.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- interpreting historical data to determine cause-effect and time-order relationships; and
- explaining patterns and identifying themes in related events over time.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- distinguishing between cause-and-effect relationships and events that happen or occur concurrently or sequentially;
- analyzing and explaining cause-and-effect relationships using historical information that is organized chronologically; and
- using both chronological order and the duration of events to detect and analyze patterns of historical continuity and change.

STANDARD 2:

Students know how to use the processes and resources of historical inquiry.

RATIONALE:

The study of history requires obtaining and deriving meaning from historical information. It is essential that students of history be able to use the processes of historical inquiry to formulate historical questions, identify patterns of events, analyze cause-and-effect relationships, and evaluate historical arguments in order to make usable conclusions. In addition, the skills needed for evaluating historical arguments are fundamental for understanding current social issues and policy.

2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses.

GRADES K-4

In grades K-4, what students know and are able to do includes

- posing and answering questions about the past; and
- gathering historical data from multiple sources (*for example, oral histories, interviews, diaries, letters, newspapers, literature, speeches, texts, maps, photographs, art works, and available technology*).

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- formulating historical questions based on examination of primary* and secondary* sources including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts;
- gathering information from multiple sources, including electronic databases, to understand events from multiple perspectives; and
- determining if the information gathered is sufficient to answer historical questions.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- formulating historical hypotheses from multiple, historically objective perspectives, using multiple sources; and
- gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses.

2.2 Students know how to interpret and evaluate primary and secondary sources of historical information.

GRADES K-4

In grades K-4, what students know and are able to do includes

- describing sources of historical information;
- identifying the main idea in a source of historical information; and
- identifying ways different cultures record their history.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- distinguishing between primary and secondary sources;
- interpreting the data in historical maps, photographs, art works, and other artifacts; and
- examining data for point of view, historical context, bias, distortion, or propaganda.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- explaining how historical descriptions, arguments, and judgments can reflect the bias of the author and/or the prevailing ideas of the culture and time period;
- interpreting oral traditions and legends as "histories";
- evaluating data within the social, political, and economic context in which it was created, testing its credibility, and evaluating its bias; and
- comparing and contrasting the reliability of information received from multiple sources.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

GRADES K-4

In grades K-4, what students know and are able to do includes

- comparing past and present-day situations and events.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- examining current concepts, issues, events, and themes from multiple, historical perspectives.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- identifying historical contexts of contemporary issues;
- identifying how print and electronic media can affect perspectives regarding historical events; and
- using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

STANDARD 3:

Students understand that societies are diverse and have changed over time.

RATIONALE:

An understanding of the history of societies is indispensable to an understanding of the rest of history and to the understanding by individual students of their roles in the societies in which they live. Students need to understand the interactions that led to the diversity of societies and family and kinship groupings. They need to understand how contacts and exchanges between and among individuals, peoples, and cultures since earliest times have affected societies throughout history. They also need to be able to identify and describe the cultural heritage of the United States.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

GRADES K-4

In grades K-4, what students know and are able to do includes

- recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community, and state; and
- describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated to the area that is now Colorado *(for example, African-Americans, Asian Americans, European Americans, Latino Americans, and Native Americans).*

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing the common traits and characteristics that unite the United States as a nation and a society;
- describing the history, interactions, and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the Western Hemisphere;
- describing the history, interactions, and contributions of various groups of people who make up the major culture regions* of the world; and
- explaining how the cultures of the earliest civilizations spread and interacted *(for example, the civilizations of the river valleys of India, Africa, Mesopotamia, and Mesoamerica).*

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- describing the interactions and contributions of the various peoples and cultures that have lived in or migrated, immigrated, or were brought to the area that is now the United States, including African, Asian, European, Latino, and Native American;
- describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion* (*for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation);*
- explaining the reasons for major periods of immigration to the United States and describing how different segments of U.S. society reacted and changed; and
- describing the demographic changes resulting from major migrations in history (*for example, migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire; Bantu migrations south; Amer-Indian migrations into Central America; trans-Pacific migration).*

3.2 Students understand the history of social organization* in various societies.

GRADES K-4

In grades K-4, what students know and are able to do includes

- identifying reasons for living in social groups;
- describing important components of the cultural heritage of the United States; and
- recognizing that there are families and cultures around the world.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing and giving examples of basic elements of culture and social organization;
- explaining how forces of tradition have acted to maintain elements of social organization throughout history;
- comparing how roles of people have differed throughout history based on various factors (*for example, gender, age, caste, racial identity, wealth, and/or social position)*; and
- describing how social roles and the characteristics of social organization have both changed and endured in the United States throughout its history (*for example, family structures, community structures*).

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- explaining how societies are maintained when individuals see benefits and fulfill obligations of membership;
- analyzing how forces of tradition and change have influenced, altered, and maintained social roles and the social organization of societies throughout history;
- explaining how, throughout history, social organization has been related to distributions of privilege and power; and
- describing how societies have become increasingly complex in responding to the fundamental issues of social organization.

STANDARD 4:

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

RATIONALE:

Major scientific, technological, and economic developments have profoundly affected people's lives and the social and political structures under which they have lived. They appear first in earliest prehistoric societies and continue to today's highly technological and economically interdependent societies. Students need to understand the history of developments in science and technology and of economic activity in order to participate as informed citizens.

4.1 Students understand the impact of scientific and technological developments on individuals and societies.

GRADES K-4

In grades K-4, what students know and are able to do includes

- comparing the lives of hunters and gatherers to the lives of people who cultivated plants and raised domesticated animals for food;
- describing the impact of various technological developments on the local community and the state (*for example, irrigation, transportation, communication*); and

- identifying individual achievements of scientists and inventors from many cultures and describing their achievements (*for example, the Persian scientist and mathematician who invented equations and coined the term "algebra"; Johann Gutenberg and the printing press; Galileo and the telescope; Isaac Newton and the theory of gravity; Eli Whitney and the cotton gin; Marie Curie and radiation).*

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- explaining the significance of the achievements of individual scientists and inventors from many cultures (*for example, the impact of germ theory on medical practice and sanitation; the impact of the steamship on transportation and trade; the impact of the printing press on who had access to books and knowledge).*
- describing and explaining how industrialization influenced the movement of people (*for example, to and from urban, suburban, and rural areas*);
- identifying and explaining the consequences of scientific and technological changes (*for example, navigation, transportation, printing, weaponry, agriculture, communication, and medicine); and*
- relating differences in technology to differences in how people live in various regions of the world.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- analyzing the major technological turning points in history (*for example, agricultural revolution, revolutions in transportation, industrial revolution*);
- explaining how the scientific revolution affected how people lived in and viewed the world;
- describing and explaining the social and economic changes that resulted from industrialization; and
- analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today.

4.2 Students understand how economic factors have influenced historical events.

GRADES K-4

In grades K-4, what students know and are able to do includes

- describing the economic reasons why people move to or from a location (*for example, explorers, nomadic people, miners, traders*).

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- explaining how the economy of the Western United States has historically depended upon natural resources and how this has affected the region;
- explaining how economic factors influenced historical events in the United States and in various regions of the world (*for example, the history of Colorado's "boom and bust" economy);* and
- explaining how societies are and have been linked by economic factors.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- describing how systems of exchange and other economic developments influenced the growth and history of civilizations;
- explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state; and
- analyzing the relationship between economic factors and social and political policies throughout United States history;
- explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and
- describing modern historical developments in economic interdependence (*for example, the emergence of the Pacific Rim, NAFTA, the European Union*), and their impact on individuals and societies.

4.3 Students understand the historical development and know the characteristics of various economic systems.

GRADES K-4

In grades K-4, what students know and are able to do includes

- giving examples of different ways that decisions are made regarding how resources are utilized and distributed (*for example, authority, sharing, competition in a free market, tradition, "first-come, first-served", "luck of the draw"*) ; and
- describing different systems of exchange that can be used (*for example, barter, money*).

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing the general characteristics of economic systems (*for example, scarcity, growth, distribution of goods and services, production, and consumption*); and
- describing historical events and individuals in the economic development of the United States.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- explaining the historical development of the economic system of the United States;
- analyzing the history of the relationship between economics systems and the role of governments throughout history;
- describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (*for example, manorialism, mercantilism, capitalism, socialism, communism*); and
- tracing the historical factors that lead to the transition from local and regional economies to a globally interdependent economy.

STANDARD 5:

Students understand political institutions and theories that have developed and changed over time.

RATIONALE:

People living together in societies address the issues of cooperation and control through their political systems and ideologies. All societies endeavor to preserve law and security. A theme central to this area is the evolution of democratic forms of government and the long struggle for liberty, equality, justice, and dignity. The challenge for our nation, as a constitutional republic, is to provide liberty and justice for all citizens. To become effective citizens in a democratic republic, students must be able to deal with the inherent tensions and inevitable conflicts caused by the pursuit of both principles of liberty and equality, and of individual rights and justice. Students need to understand that none of these principles can be sacrificed during difficult times if democratic government is to endure.

5.1 Students understand how democratic ideas and institutions in the United States have developed, changed, and/or been maintained.

GRADES K-4

In grades K-4, what students know and are able to do includes

- identifying historical figures from diverse backgrounds in the United States who have advanced the rights of individuals and promoted the common good;
- explaining the importance of national celebrations, symbols, and ideas in their historical context; and
- describing the historical background of the Colorado constitution.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- explaining the historical development of democratic governmental principles and institutions;
- describing the basic ideas set forth in the Declaration of Independence, Articles of Confederation, Constitution, and Bill of Rights; and
- giving examples of extensions and restrictions of political and civil rights in United States history.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- identifying and explaining the role of the ideas expressed in the documents that influenced the development of constitutional democracy (*for example, Magna Carta, English Bill of Rights, Mayflower Compact);*
- analyzing how the ideas set forth in the Declaration of Independence, Constitution and Bill of Rights, Federalist Papers, and landmark Supreme Court cases affect and operate in the contemporary United States;
- identifying and analyzing how historical events have affected the organization of the political system of the United States (*for example, the American Revolution, the Civil War, the Mexican War, the Populist and Progressive Movements);* and
- analyzing how the United States' political system has dealt with various constitutional crises (*for example, the Civil War, Alien-Sedition Acts, assassinations, Watergate).*

5.2 Students know how various systems of government have developed and functioned throughout history.

GRADES K-4

In grades K-4, what students know and are able to do includes

- explaining why rules and laws have been established and enforced in schools, communities, states, and nations; and
- giving examples of different heads of government *(for example, presidents, kings, mayors, governors)*.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- identifying the ancient and medieval roots of governmental principles and institutions *(for example, Hammurabi's Code, Roman Republicanism, Mosaic Law , Greek Democracy, Islamic Law);*
- describing the basic forms of government, and giving examples of societies that have practiced them *(for example, monarchy, oligarchy, clan/tribal, autocracy, dynasties, theocracy, republic, democracy)*; and
- describing how various other nations have pursued, established, and maintained democratic forms of government.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- comparing and contrasting the characteristics and effects of the various political systems that developed throughout history *(for example, republics, representative and direct democracy , feudalism, centralized monarchy, absolutism, principalities, imperial dynasties, tribal kingdoms);*
- comparing and contrasting the political traditions of Western Hemisphere nations;
- describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them *(for example, democracy, fascism, and communism);* and
- explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.

5.3 Students know how political power has been acquired, maintained, used, and/or lost throughout history.

GRADES K-4

In grades K-4, what students know and are able to do includes

- giving examples of how individuals in various groups have gained, lost, or maintained political rights, freedoms, power, or cultural identity in the history of the community, region, or state.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing how attributes of various people have affected their individual political rights (*for example, gender, racial identity, national origin, property ownership, religion, legal status*);
- describing how military and/or economic expansion resulted in the assumption or seizure of political power throughout history; and
- describing how forms of involuntary servitude have been used to maintain and expand political power throughout history (*for example, slavery, serfdom, impressment*).

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;
- analyzing the impact of major revolutions on the realignment of political power throughout the modern world;
- analyzing how genocide has been used to acquire or maintain political power;
- describing how the development, expansion, and collapse of empires throughout history has affected the extension of political power;
- describing and analyzing the major events in the expansion of the political power of the United States (*for example, the American Revolution, the Louisiana Purchase, the Mexican War*);
- analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (*for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan*); and
- giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence.

5.4 Students know the history of relationships among different political powers and the development of international relations.

GRADES K-4

In grades K-4, what students know and are able to do includes

- giving examples of how members of families and communities depend on each other; and
- giving examples of how states and regions have become interdependent.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing how the relationships between the United States and external political powers developed with the growth of the nation; and
- identifying basic patterns of political alliances in the modern world.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- describing the characteristics of relationships among political entities in the past *(for example, monarchies, empires, principalities, city-states, federations)*;
- explaining how the growth of nationalism affected the relationships among political powers;
- describing the eras of United States diplomacy from the Revolution through the modern period *(for example, the Monroe Doctrine, the domino theory, detente)*;
- explaining how the foreign policy of the United States and other nations continues to develop and change; and
- analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International.

STANDARD 6:

Students know that religious and philosophical ideas have been powerful forces throughout history.

RATIONALE:

From the great questions of human existence, religious and philosophical answers have emerged with power to move entire peoples to action. Because religion plays a significant role in history and society, study about religion is essential to understanding both the nation and the world. Omission of facts about religion can give students the false impression that the religious life of humankind is insignificant or unimportant. Knowledge of the basic symbols and practices of various religions and the concepts of various philosophies help students understand history, literature, art, and contemporary life.

6.1 Students know the historical development of religions and philosophies.

GRADES K-4

In grades K-4, what students know and are able to do includes

- recognizing that people develop traditions that transmit their beliefs and ideas (*for example, marriage ceremonies, feasts, naming of infants*).

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing religious traditions of various ethnic groups in the United States;
- describing religious developments in United States history (*for example, the Puritans, the Great Awakening, the Christian Abolitionists, the Mission System, the Mormon Trek, the founding of utopian religious communities);* and
- describing different religious concepts that have developed throughout history (*for example, monotheism and polytheism*).

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GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- describing basic tenets of world religions that have acted as major forces throughout history including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism;
- tracing the history of how principal world religions and belief systems developed and spread;
- explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and
- describing basic ideas of various schools of philosophy that have affected societies throughout history *(for example, rationalism, idealism, liberalism, conservatism)*.

6.2 Students know how societies have been affected by religions and philosophies.

GRADES K-4

In grades K-4, what students know and are able to do includes

- giving examples of how the beliefs of people are reflected in the celebrations and practices of their community.

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- giving examples of how religious and philosophical beliefs have defined standards of right and wrong, good and evil, and justice and injustice; and
- giving and describing examples of individuals who, throughout history, acted from their religious or philosophical beliefs.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history;
- explaining how, throughout history, the power of the state has been both derived from religious authority and/or in conflict with religious authority;
- explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the United States; and

- explaining how the beliefs expressed in Eastern philosophy and religion have affected the history of Eastern cultures.

6.3 Students know how various forms of expression reflect religious beliefs and philosophical ideas.

GRADES K-4

In grades K-4, what students know and are able to do includes

- giving examples of forms of expression that depict the history, daily life, and beliefs of various peoples *(for example, folk tales, ballads, dance, and architecture).*

GRADES 5-8

As students in grades 5-8 extend their knowledge, what they know and are able to do includes

- describing how societies have used various forms of visual arts, dance, theater, and music to express their religious beliefs and philosophical ideas throughout history;
- giving examples of the unique art forms that characterize the various ethnic groups in the United States and the religious or philosophical ideas they express;
- explaining how stories, myths, and other forms of literature and oral traditions reflect the beliefs of cultures and societies; and
- explaining the religious or philosophical significance of structures such as pyramids, cathedrals, and burial mounds.

GRADES 9-12

As students in grades 9-12 extend their knowledge, what they know and are able to do includes

- explaining from an historical context why artistic and literary expression have often resulted in controversy; and
- giving examples of the visual arts, dance, music, theater, and architecture of the major periods of history and explaining what they indicate about the values and beliefs of various societies.

GLOSSARY

Model Content Standards for History

Culture: Refers to learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organization, and their material goods - food, clothing, buildings, tools, and machines.

Cultural Diffusion: Refers to the process by which the artifacts, technology, customs, and ideas of one culture are spread to other areas.

Culture Region: Refers to an area with one or more common cultural characteristics which gives it a measure of homogeneity and that distinguishes it from surrounding areas.

Diverse: Refers to having a variety of forms or lands; various kinds of forms.

Ethnic Groups: Refers to a group of people of the same race or nationality who share a common and distinctive culture.

Groups: Refers to any collection of persons considered together as being related in some way. This would include ethnic groups and occupational groups (for example, miners, ranchers, farmers).

Historical Inquiry: Refers to the process of studying history to find out what, who, why, when, etc., in a logical, problem-solving manner.

Historical Narrative: Refers to written histories that "tell the story," from the simple to the complex.

Primary Sources: Refers to historical documents such as reports, maps, photographs, letters, drawing, diaries, and court records and other legal documents, created by those who participated in or witnessed the events of the past.

Secondary Sources: Refers to written accounts of events of the past that reflect the author's interpretation of these events based on the author's analysis of primary and/or secondary sources of information.

Social Organization: Refers to the structure of social relations within a group.

Society, Societies: Refers to a group of human beings living as and/or viewed as members of a community; a structure system of human organization for large-scale community living that furnishes protection, continuity, security, and identity for its members.

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